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ABSTRACT

The purpose of this yearbook is to focus on the meaningful integration of technology, providing information to help media and technology professionals practice their craft in a changing and expanding field. Part 1 focuses on trends and issues and includes the following papers: "Issues and Trends in Instructional Technology" (Michael Molenda and Phillip Harris); "A Pragmatic Model for Instructional Technology Selection" (Carmel Vaccare and Greg Sherman); "Our Biggest Challenge: Proving the Power of Technologies in Educational Settings" (Kyle L. Peck); and "The Online Database as an Empowering Research Tool" (Reshma Sookrajh and Lavine Kowlas). Part 2 covers school library media and includes the following papers: "Assessment of the Role of School and Public Libraries in Support of Educational Reform" (Christina Dunn); "Adding Networking Skills to One's 'Tool Box': Proposed Instructional Interventions for the School Librarian and Technologist" (William Sugar and Diane Kester); "The Media Specialist and Staff Development" (Mary Alice Anderson); "Library Power and Student Learning" (Kay Bishop); "It's Funner Now!' Where Online Guidance Stops and Mentoring Starts: Fifth Graders' Perceptions of Doing Research with the 'Research Buddy'" (Melissa R. Gibson and Joan Mazur); "Snapshots of a Teen Internet User: One Way to Learn about Information Literacy" (Jinx Watson); and "From Bricks and Mortar to Clicks and Modems: The Redesign of a Graduate Program" (Arthur Recesso, Jane Zahner, Andrew Brovey, Ellen Wiley, and Catherine Price). Part 3 lists professional organizations and associations in the United States and Canada, and part 4 describes U.S. graduate programs in instructional technology, educational media and communications, school library media, and closely allied programs. Part 5 is a mediagraphy of print and nonprint resources published in 1999 or 2000. Index included. (MES)

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